



Richland 2 School District

6831 Brookfield Road
Columbia, South Carolina

Grades PK-12 District
Enrollment 25,687 Students
Superintendent Katie Brochu, Ed.D. 803-787-1910
Board Chair Stephanie Burgess, Ph.D. 803-530-9899

THE STATE OF SOUTH CAROLINA 2011 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average*
2010	Good	Good
2009	Average	At-Risk
2008	Average	Average
2007	Average	Good

* The District's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

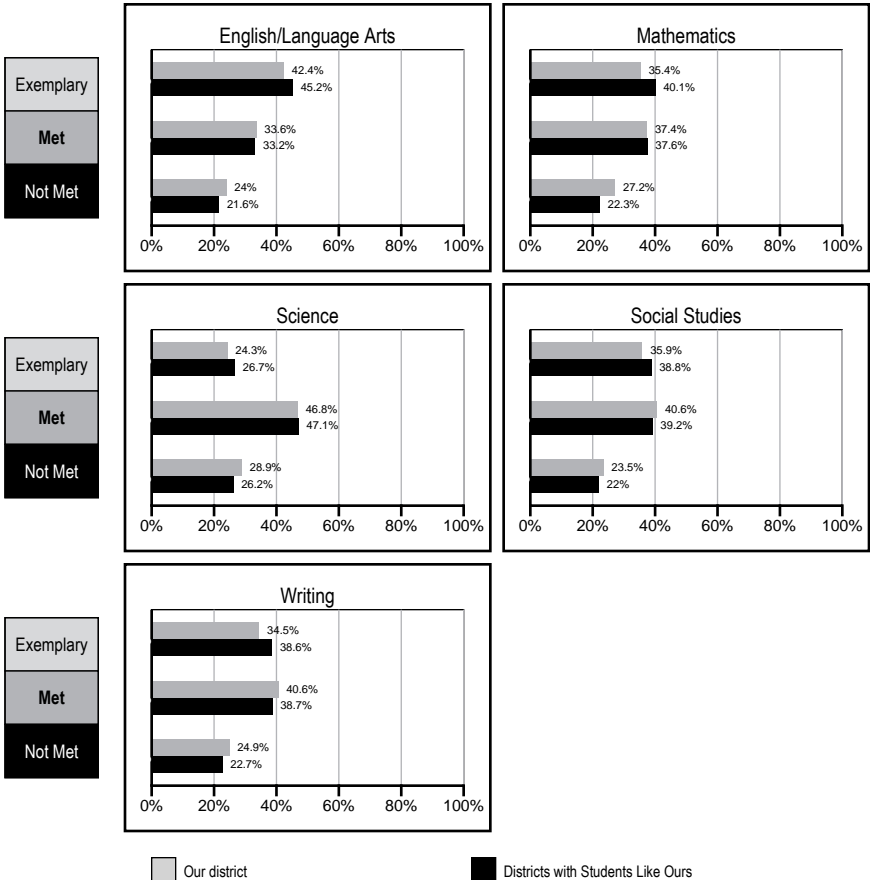
94.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	0	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed both subtests	80.0%	80.5%	81.7%	81.9%	83.4%	84.7%
Passed one subtest	10.6%	11.1%	10.8%	9.8%	9.3%	9.1%
Passed no subtests	9.5%	8.5%	7.6%	8.3%	7.2%	6.2%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	90.5%	89.4%
English 1	77.4%	80.3%
Biology 1/Applied Biology 2	77.0%	78.1%
Physical Science	62.6%	67.2%
US History and the Constitution	52.7%	56.7%
All Subjects	72.4%	74.5%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	1954	1992	2430	2440
Number of Graduates in Cohort	1440	1523	1787	1812
Rate	73.7%	76.5%	76.2%	76.3%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	1950	N/A	2385
Number of Graduates in Cohort	N/A	1440	N/A	1781
Rate	N/A	73.8%	N/A	77.3%

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=25,687)				
First graders who attended full-day kindergarten	93.6%	Down from 98.4%	94.7%	99.6%
Retention rate	1.5%	Down from 1.8%	1.4%	2.3%
Attendance rate	96.9%	Down from 97.0%	95.6%	95.8%
Served by gifted and talented program	14.8%	Down from 15.5%	20.1%	14.0%
With disabilities other than speech	5.9%	Down from 8.5%	6.0%	7.4%
Older than usual for grade	2.0%	Down from 2.8%	2.0%	3.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.9%	Up from 1.5%	1.2%	0.5%
Enrolled in AP/IB programs	25.2%	Up from 19.8%	25.5%	12.2%
Successful on AP/IB exams	72.2%	Up from 71.7%	60.0%	52.9%
Eligible for LIFE Scholarship	26.6%	Down from 33.6%	37.5%	30.3%
Enrolled in adult education GED or diploma programs	81	Down from 96	247	66
Completions in adult education GED or diploma programs	39	Up from 37	153	35
Annual dropout rate	2.5%	Down from 2.8%	2.7%	2.8%
Teachers (n=1743)				
Teachers with advanced degrees	71.6%	Up from 70.5%	61.4%	61.2%
Continuing contract teachers	75.2%	Up from 71.3%	86.2%	85.6%
Teachers returning from previous year	90.6%	Up from 89.4%	91.4%	90.3%
Teacher attendance rate	96.6%	Up from 95.3%	95.1%	95.2%
Average teacher salary*	\$49,988	Down 1.1%	\$46,450	\$46,166
Vacancies for more than nine weeks	0.1%	No Change	0.1%	0.0%
Professional development days/teacher	10.2 days	Down from 13.3 days	10.8 days	12.2 days
District				
Superintendent's years at district	1.0	Down from 16.0	7.0	3.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 21.3 to 1	23.5 to 1	21.7 to 1
Prime instructional time	93.2%	Up from 91.4%	90.6%	90.1%
Dollars spent per pupil**	\$9,999	Up 1.7%	\$7,726	\$9,140
Percent of expenditures for teacher salaries**	55.9%	Down from 56.6%	55.7%	53.5%
Percent of expenditures for instruction**	58.2%	Down from 58.5%	58.6%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	28	Up from 26	24	9
Number of magnet schools	8	No Change	4	0
Portable classrooms	5.8%	No Change	4.1%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	26.0	No Change	23.0	8.0
Parents attending conferences	87.9%	Down from 97.3%	97.8%	96.6%
Average administrator salary	\$88,253	Down 1.2%	\$79,396	\$78,000

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Growth Rating	Adequate Yearly Progress
RICHLAND TWO CHARTER HIGH	N/A	N/A	Not Met

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	1620	92.1%	9783	72.4%	1954	73.7%	No
Gender							
Male	806	89.2%	4710	72.0%	960	67.1%	N/A
Female	814	95.0%	4773	72.4%	994	80.1%	N/A
Racial/Ethnic Group							
White	563	96.6%	2851	88.8%	631	80.5%	N/A
African American	920	89.2%	6015	64.4%	1147	70.7%	N/A
Asian/Pacific Islander	55	100.0%	102	80.4%	53	84.9%	N/A
Hispanic	68	88.2%	498	68.9%	101	62.4%	N/A
American Indian/Alaskan	N/A	N/A	17	70.6%	N/A	N/A	N/A
Disability Status							
Disabled	127	57.5%	603	37.5%	125	55.2%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	53	83.0%	345	67.0%	53	75.5%	N/A
Socio-Economic Status							
Subsidized meals	452	84.3%	3447	60.5%	563	63.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2011

	Our District	Districts with Students Like Ours
Percent	92.1%	93.5%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2010	2011	2010	2011	2010	2011	2010	2011		
District	489	490	497	495	468	465	1454	1449		
State	481	479	495	489	463	459	1438	1427		
Nation	497	494	510	506	486	483	1493	1483		
ACT	English		Math		Reading		Science		Total	
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011
District	19.1	19.2	20.2	20.4	20.3	20.4	20.3	20.3	20.1	20.2
State	18.8	19.0	20.0	20.1	19.7	20.0	19.9	19.9	19.7	19.9
Nation	20.5	20.6	21.0	21.1	21.3	21.3	20.9	20.9	21.0	21.1

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School District Governance

Board Membership	7 trustees elected to at-large seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	32.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

We are a school district that knows the value of its people. Through building relationships with students, staff, parents and the community, Richland Two fosters a joy for learning. Since 1926, with our first school in Dentsville, Richland School District Two has grown tremendously in population and academic success. Our district's culture of excellence is built on a foundation of doing what's best for kids. Meeting the needs of every child - that's who we are and what we do. Join us on this journey as we inquire, ignite and inspire.

Inquire: verb
To seek, to learn by asking

Building on natural curiosity and the freedom to explore, we encourage students to inquire and ask questions about their world. Those questions guide our instructional design. Through their insight and the courage to research answers themselves, our students transform classrooms into centers of learning designed to meet the needs of the 21st century.

Ignite: verb
To set in motion; spark

Steeped in the latest technologies, hands-on and student-driven experiences ignite the joy in learning. Teachers facilitate student interaction, movement, and meaningful conversation. We collaborate to customize learning to meet the individual needs of students by engaging staff, parents, community members and business partners as active participants.

Inspire: verb
To enliven and guide each individual toward a path of meaningful learning.

We inspire our learners to extend themselves into the realm of all possibilities. Kids are encouraged to think independently as they make connections to real-world challenges. They are motivated to be life-long learners through work that is personally meaningful.

In Richland Two, we love to ask, "What's next?" and "How can we improve this together?" Continuous reflection enables us to determine our next chapter as a district. Join us on this journey as we inquire, ignite and inspire.

No Child Left Behind

District Adequate Yearly Progress

No

This district met 31 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Number of students in their first year of US school.

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Title I Schools' School Improvement Status

School	Status
Joseph Keels Elementary	NI

The Richland 2 School District consists of 28 public schools with 1 of these schools, or 3.6%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	11736	99.7	24	33.7	42.3	83.8	82.4	Yes	Yes
Gender									
Male	6006	99.7	29.1	33.5	37.4	79.2	78.7	N/A	N/A
Female	5730	99.6	18.7	33.9	47.5	88.7	86.2	N/A	N/A
Racial/Ethnic Group									
White	3372	99.9	10.2	25	64.8	93.4	88.9	Yes	Yes
African American	7278	99.6	30.8	38.4	30.8	79.1	72.9	Yes	Yes
Asian/Pacific Islander	413	99.5	6.5	20.9	72.6	95.6	93	Yes	Yes
Hispanic	656	98.9	32.3	34.4	33.3	78.8	79.3	No	Yes
American Indian/Alaskan	17	100	14.3	35.7	50	92.9	83	I/S	I/S
Disability Status									
Disabled	1300	99.9	65.1	21.9	13	47.8	48.1	No	Yes
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
Limited English Proficient									
Limited English	640	98.6	25.9	28.9	45.3	81.6	78.3	Yes	Yes
Socio-Economic Status									
Subsidized meals	5327	99.7	34.9	37.8	27.3	75.6	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	11736	99.7	27.3	37.7	35.1	81.7	81.9	Yes	Yes
Gender									
Male	6006	99.7	29.9	35.7	34.4	79.1	79.9	N/A	N/A
Female	5730	99.7	24.5	39.8	35.7	84.4	84.1	N/A	N/A
Racial/Ethnic Group									
White	3372	99.9	11.1	30.7	58.2	93.5	88.9	Yes	Yes
African American	7278	99.6	35.7	41.9	22.4	75.7	71.4	No	Yes
Asian/Pacific Islander	413	100	6.5	20.1	73.4	95.3	94.6	Yes	Yes
Hispanic	656	99.7	31.9	37.4	30.6	78	81.1	No	Yes
American Indian/Alaskan	17	100	14.3	42.9	42.9	92.9	84.4	I/S	I/S
Disability Status									
Disabled	1300	99.6	65.2	25.4	9.4	45.8	47.3	No	Yes
Migrant Status									
Migrant	2	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
Limited English Proficient									
Limited English	640	99.8	24.3	31.2	44.5	82.8	81.4	Yes	Yes
Socio-Economic Status									
Subsidized meals	5327	99.6	39.5	40.9	19.6	72.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	7808	99.6	29	46.9	24.1	71	68.6
Gender							
Male	3991	99.5	30.1	44.6	25.2	69.9	68.3
Female	3817	99.6	27.8	49.3	23	72.2	68.9
Racial/Ethnic Group							
White	2215	99.8	10	44.3	45.7	90	80.7
African American	4871	99.5	38.1	48.4	13.4	61.9	51.4
Asian/Pacific Islander	262	100	10.8	37.3	51.8	89.2	85.3
Hispanic	450	99.6	35	48.8	16.2	65	61.6
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status							
Disabled	902	99.5	63.6	27.3	9.1	36.4	35.7
Migrant Status							
Migrant	2	I/S	I/S	I/S	I/S	I/S	42.9
Limited English Proficient							
Limited English	426	100	26.8	45.4	27.8	73.2	60.7
Socio-Economic Status							
Subsidized meals	3567	99.6	42.5	46.2	11.2	57.5	57.3

Social Studies

All Students	7816	99.4	23.5	40.8	35.6	76.5	72.5
Gender							
Male	3991	99.6	25.6	36.7	37.7	74.4	72
Female	3825	99.3	21.4	45.1	33.5	78.6	73.1
Racial/Ethnic Group							
White	2271	99.7	10.7	33.3	56	89.3	81
African American	4847	99.3	30.1	45.1	24.8	69.9	60
Asian/Pacific Islander	266	100	7.3	25	67.7	92.7	89
Hispanic	422	99.5	28.2	42.4	29.4	71.8	69.6
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status							
Disabled	866	99.3	57.7	32.7	9.6	42.3	40.5
Migrant Status							
Migrant	2	I/S	I/S	I/S	I/S	I/S	53.8
Limited English Proficient							
Limited English	407	99.8	24	35.8	40.2	76	69.7
Socio-Economic Status							
Subsidized meals	3535	99.5	34.3	44.5	21.2	65.7	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	3978	98.6	24.5	40.8	34.7	75.5	73.2	97.2	96.1
Gender									
Male	2017	98.1	31.1	39.5	29.4	68.9	67.2	97.2	96.1
Female	1961	99.2	17.8	42.1	40.1	82.2	79.4	97.3	96.2
Racial/Ethnic Group									
White	1134	98.3	11.3	34.9	53.8	88.7	81.5	97	95.9
African American	2488	98.6	30.9	44.1	25	69.1	61.3	97.4	96.4
Asian/Pacific Islander	143	100	9.2	26	64.9	90.8	87	97.7	97.2
Hispanic	207	100	30.8	42.4	26.8	69.2	66.7	96.6	96.5
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	72.2	96.8	95.1
Disability Status									
Disabled	436	92.4	73	22	5	27	26	96.5	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	40.5	99.6	96.8
Limited English Proficient									
Limited English	197	99.5	27.5	34.7	37.7	72.5	65.7	97.2	96.9
Socio-Economic Status									
Subsidized meals	1777	98.1	35.4	43.2	21.5	64.6	63.2	96.8	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	1882	99.4	14.8	24.4	60.8	85.2
	4	1898	99.4	20.1	35.8	44.1	79.9
	5	1879	100	18.9	40.9	40.2	81.1
	6	1904	100	25.8	37.2	36.9	74.2
	7	1886	99.7	25.9	34.3	39.7	74.1
	8	1828	99.8	32.5	29.1	38.4	67.5
2011	3	1930	100	17.8	24.3	58	82.2
	4	1919	99.7	17.7	40.4	41.9	82.3
	5	1995	99.7	18.3	43	38.6	81.7
	6	1942	100	29.9	31.7	38.4	70.1
	7	1964	99.4	30.3	31	38.8	69.7
	8	1982	99.5	30	31.4	38.7	70
Mathematics							
2010	3	1882	99.9	27.5	31.3	41.2	72.5
	4	1898	100	20.3	41.1	38.6	79.7
	5	1879	100	24	39.6	36.4	76
	6	1903	100	29.5	40.4	30.2	70.5
	7	1886	99.7	32.3	39.2	28.5	67.7
	8	1828	99.7	32.7	37.1	30.1	67.3
2011	3	1930	100	31.5	27.5	41	68.5
	4	1919	99.6	17.7	39.7	42.6	82.3
	5	1995	99.9	22.6	38.8	38.5	77.4
	6	1942	99.9	31.4	38.3	30.3	68.6
	7	1964	99.4	30.7	37.7	31.6	69.3
	8	1982	99.5	29.7	43.7	26.6	70.3
Science							
2010	3	945	99.6	38.7	35.4	26	61.3
	4	1896	99.9	26.2	54.5	19.3	73.8
	5	945	98.8	28.2	47.3	24.5	71.8
	6	951	98.3	35.4	51	13.6	64.6
	7	1978	99.9	20.8	49.2	30	79.2
	8	920	97.8	28	33.5	38.5	72
2011	3	976	99.7	37.2	36	26.8	62.8
	4	1917	99.7	23.1	58.2	18.7	76.9
	5	994	99.9	30.9	47.5	21.6	69.1
	6	970	99.7	36.7	49	14.3	63.3
	7	1963	99.4	25.6	46.8	27.5	74.4
	8	987	98.9	29.3	33.3	37.4	70.7

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	937	98.9	15	38.4	46.6	85
	4	1894	98.8	18.9	48.4	32.7	81.1
	5	936	98.8	25.4	42.9	31.7	74.6
	6	953	98.5	14.2	50.3	35.5	85.8
	7	1976	99.9	31	34	34.9	69
2011	8	906	99	27.6	37.9	34.5	72.4
	3	960	99.6	18.4	36.8	44.8	81.6
	4	1918	99.7	16.9	50.6	32.5	83.1
	5	1001	99.6	23.4	41.4	35.1	76.6
	6	977	99.5	18.6	45.2	36.2	81.4
2012	7	1964	99.3	34	31.3	34.7	66
	8	993	98.6	25.4	39.7	34.9	74.6
Writing							
2010	3	1886	98.6	20.7	33.6	45.7	79.3
	4	1902	99	20.9	39.9	39.2	79.1
	5	1884	98	21.9	36.4	41.7	78.1
	6	1906	98.7	24.4	40.3	35.3	75.6
	7	2022	98.7	28.6	45.1	26.3	71.4
2011	8	1869	98.8	22.8	42.5	34.7	77.2
	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	1986	98.6	18	39.9	42.1	82
	6	N/A	N/AV	I/S	I/S	I/S	I/S
2012	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	1992	98.6	31	41.7	27.4	69

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	1942	96.9	8.8	24.0	30.6	36.5	74.2	68.0	Yes	Yes
Male	985	96.3	11.2	26.2	31.6	31.0	70.2	63.1	N/A	N/A
Female	957	97.4	6.4	21.8	29.7	42.1	78.2	73.1	N/A	N/A
White	568	97.5	2.8	9.5	27.3	60.4	90.3	79.4	Yes	Yes
African American	1194	96.5	11.4	31.0	32.9	24.7	66.9	51.7	No	Yes
Asian/Pacific Islander	68	98.5	3.2	14.5	22.6	59.7	83.9	83.2	Yes	Yes
Hispanic	110	96.4	14.7	31.4	29.4	24.5	62.7	62.8	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	197	95.9	43.1	36.3	15.6	5.0	26.3	74.0	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	72	95.8	21.0	38.7	30.6	9.7	48.4	45.1	No	Yes
Subsidized meals	689	96.2	15.9	32.9	31.8	19.4	59.8	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	1942	96.8	14.9	28.3	29.2	27.6	66.8	62.3	No	Yes
Male	985	96.3	15.6	30.5	26.9	26.9	64.8	61.4	N/A	N/A
Female	957	97.3	14.1	26.0	31.5	28.3	68.8	63.2	N/A	N/A
White	568	97.5	4.9	13.3	32.0	49.8	88.1	75.3	Yes	Yes
African American	1194	96.5	20.1	34.9	28.8	16.2	56.8	42.9	No	Yes
Asian/Pacific Islander	68	98.5	N/A	12.9	22.6	64.5	90.3	84.3	Yes	Yes
Hispanic	110	95.5	19.6	44.1	24.5	11.8	50.0	59.4	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	197	95.4	58.8	26.3	11.3	3.8	20.0	67.7	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	72	95.8	21.0	45.2	22.6	11.3	48.4	47.1	No	Yes
Subsidized meals	689	96.2	23.8	34.4	28.7	13.2	52.1	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	1944	95.5	44.2	15.7	15.6	24.4	N/A	N/A	N/A	N/A
Male	986	94.7	44.3	16.0	14.6	25.2	N/A	N/A	N/A	N/A
Female	958	96.2	44.1	15.5	16.7	23.6	N/A	N/A	N/A	N/A
White	570	96.7	21.1	12.7	21.8	44.5	N/A	N/A	N/A	N/A
African American	1194	95.5	55.4	17.4	13.3	13.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	68	89.7	19.7	9.8	13.1	57.4	N/A	N/A	N/A	N/A
Hispanic	110	92.7	58.8	17.6	9.8	13.7	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	197	84.8	82.0	6.6	7.2	4.2	N/A	N/A	N/A	N/A
Migrant	0	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	72	81.9	67.8	16.9	3.4	11.9	N/A	N/A	N/A	N/A
Subsidized meals	690	94.8	62.4	15.3	10.9	11.5	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2010	1889	98.6	11.8	27.2	30.1	31.0	71.4	65.9
	2011	1942	96.9	8.8	24.0	30.6	36.5	74.2	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2010	1888	98.5	15.0	27.7	27.7	29.6	67.7	62.3
	2011	1942	96.8	14.9	28.3	29.2	27.6	66.8	62.3

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate, grades K-8	96.9%	94.0%**	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year